

Broomfields Junior Music Development Plan School

Trust/local authority: The Challenge Academy TCAT

Music lead: Rachel Jackson

Headteacher: Mrs Rachel Morris Brown

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	Music Development Plan
Overall objective	In our Music offer at Broomfields Junior School we strive to create opportunities for children to gain a knowledge and understanding of the universal language of Music that embodies one the highest forms of creativity. <i>Music is a cornerstone of the broad and balanced education that every child should receive. It touches hearts and minds, it celebrates and challenges, and it connects us and moves us.</i> National plan for music June 2022 Throughout their musical journey with us, our aims for children are: • To encourage awareness, enjoyment and appreciation of Music in all its forms. • To help children of all abilities develop positive attitudes and to experience success and satisfaction in Music. • Encourage children to sing with enthusiasm from an early age, free from inhibition. • Offer pupils an opportunity to develop strengths in all appropriate areas of musical expertise • Encourage children to work individually and to co-operate with others • Foster a love and understanding of music through active involvement in listening, appraising, composing and performing • Develop pupil's confidence in all musical activity • Build all pupils' social, cultural and spiritual development through music.
Key components	Music Curriculum Our classroom Music curriculum has been developed over several years. As a school we use the Sing Up! music scheme to provide a spiral curriculum of Musical skills to our pupils. The scheme is progressive and is enhanced by professional whole class music provision. The skills covered through blocks of work will include: 1. Listening to/ appreciate high quality music 2. Learn to sing and use their voice 3. Create and Compose 4. Improvise

	5. Play tuned and untuned instruments and perform with accuracy and confidence 6. Develop an understanding of the different styles of music The above skills underpin the lessons we deliver and develop progressively from Year 3 to Year 6. Throughout our music provision in the classroom children build on and develop their instrumental playing skills, be this on tuned percussion (glockenspiels) or untuned percussion alongside singing. As well as this, development of playing tuned instruments is built on progressively throughout a pupil's time at Broomfields. This is set out below: Year 3- Voice and Recorders Year 4- Voice and Taiko drumming Year 5- Voice and Glockenspiels Year 6- Voice and Glockenspiels Throughout our units in the classroom, there are opportunities to perform to an audience. All pupils will perform to a live audience of their peers. The skills for performing are carefully built into each unit of work in our curriculum and teachers choose when the best performance opportunity will be. Additional opportunities for music development are offered in the following ways: Our choir, which is open to all pupils and led by the music lead. This year has seen 30 pupils consistently in attendance. The choir have performed within school, at the Parr Hall during Trust performance twice per year and Young Voices every other year. Choir takes place on Thursdays after school for 40 minutes each week. Children also have the opportunity to learn a musical instrument through Music for Life, an organisation that delivers individual peripatetic music lessons.																																	
Classroom instrumental teaching	Within the music curriculum all pupils will develop their skills of playing tuned and untuned instruments. This will progress as they move through school and each new unit will build upon the instrumental knowledge and skills already taught in the previous units. This will allow pupils to develop a confidence and musical capability with different instruments. Classroom provision is set out as follows. <table border="1"> <thead> <tr> <th></th><th>Autumn 1</th><th>Autumn 2</th><th>Spring 1</th><th>Spring 2</th><th>Spring 3</th><th>Spring 4</th></tr> </thead> <tbody> <tr> <td>Y3</td><td>I've been to Harlem</td><td>Nao chariya de/Mingulay boat song</td><td>Latin dance (Classroom percussion)</td><td>'March' from the Nutcracker</td><td>Just three notes</td><td>Fly with the stars (Classroom percussion)</td></tr> <tr> <td></td><td></td><td>Sound symmetry</td><td></td><td>From a railway carriage</td><td>Samba with Sergio</td><td></td></tr> <tr> <td></td><td>1 class Recorders</td><td>1 class Recorders</td><td>1 class Recorders</td><td>1 class Recorders</td><td>1 class Recorders</td><td>1 class Recorders</td></tr> </tbody> </table>							Autumn 1	Autumn 2	Spring 1	Spring 2	Spring 3	Spring 4	Y3	I've been to Harlem	Nao chariya de/Mingulay boat song	Latin dance (Classroom percussion)	'March' from the Nutcracker	Just three notes	Fly with the stars (Classroom percussion)			Sound symmetry		From a railway carriage	Samba with Sergio			1 class Recorders	1 class Recorders	1 class Recorders	1 class Recorders	1 class Recorders	1 class Recorders
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	Y4	This little light of mine	‘Theme’ from the Pink Panther Composing with colour	The doot doot song (Classroom percussion)	Fanfare for the common man Spain	Global pentatonics The horse in motion	Favourite song (classroom percussion)
		1 class Taiko drumming	1 class Taiko drumming	1 class Taiko drumming	1 class Taiko drumming	1 class Taiko drumming	1class Taiko drumming
	Y5	What shall we do with the drunken sailor?	Why we sing Introduction to songwriting	Madina tun nabi	Building a groove Época	Balinese gamelan Composing in ternary form	Kisne banaaya
	Y6	Hey, Mr Miller	Shadows Composing for protest	Dona nobis pacem	You to me are everything Twinkle variations	Race! Exploring identity through song	Ame sau vala tara bal
Implementation of key components • Children will participate in a range of classroom activities, which develop the skills they use across year 3 to 6. • Children will have a weekly 50 minute music lesson alongside additional music activities such as whole school singing assembly and other listening opportunities throughout the school week. • Children will develop confidence in performing, either using their voices or a musical instrument. • Children will be given opportunities to access a wide range of musical genres; they will be confident about talking and evaluating this music, recognising that different music appeals to different people. • Children will be given the opportunity to learn a musical instrument. • Children will develop confidence as musicians. The teaching within school will be supplemented via access to Accent (the Warrington and Halton Music Hub). This will include: Y3: Recorders Y4: Taiko drumming							

	Each of these activities will include an element of performance to the rest of the school, at local Concerts, or for a wider audience such as Music Festivals organised across the authority
Evaluation process for the success of the Music Development Plan	The music subject leader completes monitoring and evaluation of the subject every term. During this time of monitoring, staff surveys, discussions with pupils and evaluation of evidence is the focus. Feedback for improvements are then given to staff and any additional actions will be planned and implemented, these may include training for staff or changes to any of the provision in place. Music monitoring is part of a cycle for all monitoring and evaluation of subjects in school.
Future plans and next steps for Music over the next academic year	Further developments for 2026/27- Promote staff using free Royal Ballet and Opera resources and live performances streamed to the classroom. Further continuation of our Cultural Champions legacy through sending more staff on the 'Create and Sing' and 'Create and Dance' workshops. Consider other instruments that could be taught. Continue to promote uptake of individual music lessons through Music for Life and their ensemble groups and offering support to pupil premium children.